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ABSTRACT

A questionnaire was sent to schools and departments of journalism and mass communication to determine public relations subject areas in which courses had been added, dropped, or changed during the past three years. Responses from 113 schools (86.2% response rate) revealed that public relations is an expanding field of study, that net additions to basic curricula have been made in a majority of the schools offering public relations courses, and that firm trends exist toward internship and work experience programs for public relations students, and toward improving students' writing capabilities. Public relations educators have long been convinced that internships are valuable preparation for public relations careers. The questionnaire responses also point out the prevalence in public relations programs of campaign courses, case studies, graphic communication courses, news writing instruction, marketing and management studies, and advertising courses. Although public relations education is gradually forging a stronger place for itself than in the past, many factors were reported that continue to impede its full development. (Ten tables of results are included, as are the comments of numerous respondents regarding such topics as internships, campaigns, and required background courses.) (GW)

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Public Relations Division

RECENT AND PROJECTED PUBLIC RELATIONS CURRICULAR CHANGES IN SCHOOLS OF JOURNALISM

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TABLE OF CONTENTS

	Page
Introduction	1
Method	4
Findings	
New Courses	8
Changes in Emphasis of Existing Courses	11
Analysis	13
Tables	27
Addendum	
Comments About Basic Courses	
Internship	37
Campaigns	38
Case Studies	40
Principles	40
Research	41
PR Communication	41
Legal and Ethical Issues	41
Corporate	41
Graphic Communication	41
Social Effects	42
Administration	42
Promotion and Publicity	42
Business/Industrial Publications	42
Institutional	42
International	42
Other	43
Comments About Background Courses	
News Writing/Reporting	43
Management and Marketing	44
Other	44
Miscellaneous Comments	45
Schools Offering No PR Courses	48
Bibliography	49

Recent and Projected Public Relations Curricular Changes in Schools of Journalism

What changes are taking place in the public relations curricula of schools and departments of journalism and mass communication in response to the dramatic forces sweeping through American society, its institutions and industries, and the mass media during the 1970s?

Confronted with a doubling of school enrollments in less than a decade, often-inadequate funding, and the requirements of accreditation, together with societal demands for more-sophisticated, finely honed public relations graduates capable of aiding business and institutions during a critical period of low public credibility, and in the future, what actual course changes have these schools made during the last three years and what changes in emphasis have taken place in courses otherwise left untouched? What further changes are contemplated in the immediate future?

Involving responses from 113 schools, this nationwide study has attempted to shed light on the changes in public relations curricula accomplished and planned during this period and upon the reasons for the changes.

Significant events and trends that have affected journalism educational programs during the 1970s were described by this investigator when he reported in 1977 the results of a similar nationwide study of recent and projected news-editorial curricular changes in schools of journalism and mass communication.[1] These developments include the following:

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[1]Warren K. Agee, "Many changes in progress in news-editorial curricula." Journalism Educator, Vol. 32, No. 3 (October 1977), pp. 17-30, 49. The article is based on a paper entitled, "Coping With the Seventies: Recent and Projected News-Editorial Curricular Changes in Schools of Journalism," presented to the Newspaper Division of the Association for Education in Journalism, and to the American Society of Journalism School Administrators, at Madison, Wisc., August 22 and 24, 1978, respectively.

1. The remarkable increase in the number of journalism and mass communication majors, from 33,106 in 1970 to 65,962 in 1977,[2] far exceeding the rate of growth in general university enrollments.

2. A substantial increase in the number of non-journalism majors enrolling in journalism courses. Both this increase and the rise in the number of journalism majors reflect the public's newfound interest in the mass media; the substantial growth in the number of mass media courses taught in the secondary schools; and, especially, the recent recession, which resulted, as job markets tightened, in a shift in student enrollments from liberal arts studies to career-oriented fields.

3. A general decrease in budgetary support for institutions of higher learning in the wake of the student revolts of the late 1960s and public disillusionment with higher education. At the same time, although journalism school budgets almost universally have been increased, administrative inability or reluctance to shift sufficient budgetary support to the swelling journalism schools from other university units with diminished enrollment has been noted.

4. A revolution in communications technology that has strongly affected the mass media as well as most journalism schools, occasioning changes in the methods of preparing students for leadership in the professions and industries.

5. An ever-increasing reliance upon social science research as the basis for decision-making in the mass communication industries and professions, generated both within and without journalism schools and profoundly affecting the educational process.

6. A nationwide decline in verbal skills among college students that has

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[2]Paul V. Peterson, "Journalism schools report record 65,962 enrollment." Journalism Educator, Vol. 32, No. 4 (January 1978), p. 3.

resulted in increased demands for the teaching of the fundamentals of language usage in programs such as journalism. Many students have suffered the handicap of today's educational system, and the total environment in which they live, that tend to place priorities elsewhere than upon the fundamentals of word choice, spelling, and grammar. This condition has been most uncomfortably brought to the attention of many mass communication students by the introduction of computer technology, not only in newsrooms but also in almost all other major institutions and industries.

7. The increasing difficulty of reporting and interpreting Big Business, Big Labor, Big Government, Big Media, and multi-faceted areas of consumer interest such as energy and the environment. This development has made available many more job openings for communicators than in the past but also has brought demands that the education of these practitioners be significantly improved over that of previous years.

These and other events and trends have combined to effect a number of public relations curricular changes, as reported in the following pages.

METHOD

A questionnaire was constructed with a view of determining the public relations subject areas in which courses had been added or dropped at each school during the past three years and also to determine public relations areas in which changes in emphasis of existing courses had occurred during this same period.

Respondents also were requested to indicate subject areas in which changes were planned but not yet put into effect. In addition, they were asked to provide brief statements setting forth the reasons for the changes and to make such additional comments as they wished.

The three-year time span was selected arbitrarily as a reasonable basis for replies reflecting current activity.

Part I of the questionnaire provided an opportunity for respondents to complete the following statement by checking boxes in a grid: "During the past three years our school (department) has made the following curricular changes regarding areas of public relations instruction (courses, not sections):." The boxes in the grid were headed, horizontally, "added course(s), dropped course(s), plans to add course(s), plans to drop course(s)."

The vertical portion of the grid was divided into two parts. The first part listed the following subject areas: Principles, campaigns, communication, administration, case studies, PR research, social effects, internship, business/industrial publications, legal and ethical issues, international PR, graphic communication, publicity, promotion, corporate, institutional, and other (specify). The second part, headed, "BACKGROUND REQUIRED COURSES," listed the following courses: News writing/reporting, copy editing, specialized press, photography,

law, advertising, broadcast, management, marketing, psychology, sociology, and other (specify).

These subject areas and courses were selected after a study of a number of school catalogues and consultation with several public relations educators. Because of the wide variance among schools in the manner in which public relations curricula are constructed, it was not possible to formulate a questionnaire in which all possible subject areas could be listed and in which a clear distinction could be made between subject areas that could be considered unique to the study of public relations and those that comprise background requirements. The most obvious "background" courses are those taught outside the journalism unit itself, such as in business and the behavioral sciences. Many respondents, however, alluded to such distinctions in their explanations and comments, and these are reported in the extensive Addendum to this paper.

It will be noted that the subject areas listed are, by and large, broad in nature. The titles of numerous courses and emphases, some of a highly specialized nature, may be subsumed under many of the subject areas (and often were provided by the respondents).

Part II of the questionnaire provided an opportunity for respondents to complete the following statement by checking boxes in a similar grid: "During the past three years our school (department) has made the following changes in emphasis regarding areas of public relations instruction, e.g., requiring or not requiring, strengthening, changing content, etc.)."

The boxes in the grid for Part II were headed, horizontally: "increased, diminished, plans to increase, plans to diminish." The subject areas and courses listed, vertically, were identical with those contained in Part I.

At the bottom of the pages for both Part I and Part II were the statements: "Briefly, the reasons are as follows: Please key replies to numbered items and

use reverse side or another sheet. Please indicate if any are graduate only courses."

On page 3 an opportunity was provided for additional comments. The names of the respondent and school were sought, together with a final request: "IF AVAILABLE, please attach copies of curricular materials pertaining to any changes affecting your public relations program. Indicate whether adopted or in proposal stage."

The questionnaire was mailed to the administrators of 131 schools and departments listed in the January 1977 directory issue of Journalism Educator as members of the American Association of Schools and Departments of Journalism and/or the American Society of Journalism School Administrators. It was considered that this mailing was large enough to provide a comprehensive set of replies embodying public relations instructional programs in the majority of four-year colleges and universities in the United States and, in one instance, Canada, that offer instruction in journalism and mass communication.

A covering letter requested that the administrator complete the questionnaire personally or ask someone else at the school to do so. The questionnaire was mailed January 9, 1978, and respondents were asked to reply by January 31, 1978. A duplicate mailing was sent February 14, 1978, to those who had not yet responded. By March 15, 1978, a total of 113 replies had been received, representing an excellent 86.2 per cent response.

It is believed that the extremely high rate of responses was occasioned, in part, by the following factors:

1. The strong interest of administrators in seeking solutions to current public relations curricular problems and the belief that the findings would provide clues concerning the validity of their own approaches through learning what other faculties are doing--information difficult to obtain.

2. The simplified nature of the survey instrument.

3. The investigator's broad acquaintance among the respondents, resulting from 30 years of experience in mass communications education involving responsibilities in teaching, administration, textbook authorship, and national organizational work.

Thanks are extended to University of Georgia colleagues: Donald K. Wright, for a critical reading of the manuscript and valuable suggestions; Frazier Moore, for advice in the preparation of the survey instrument; Richard O'Brien, for advice regarding the statistical analyses; and, especially, Deborah Bourke, whose overall assistance with the project extended far beyond normal secretarial responsibilities.

FINDINGS

New Courses

Schools and departments of journalism and mass communication in the United States are adding internships to their instructional programs in public relations at a far greater rate than that for any other subject area in the field. The 113 respondents reported the net addition of 22 such undertakings during the past three years, representing 24% of the net total of new courses (Table I). In addition, the schools plan to add four more internships in the near future, representing 12% of the total of course additions.[3]

Ranking second to internships, under the heading of "other," is a varying assortment of new courses. These 14 courses, representing 15% of the total, are identified by respondents as follows: techniques/practicum, PR evaluation, projects in PR, PR for government agencies, PR seminar, advanced PR writing course, PR planning, supervised college teaching of PR, PR management, marketing PR, entertainment PR, corporate identity, audio-visual presentations, and advertising, PR, and law. In addition, one school plans to add a course in sports public relations.

Campaigns, case studies, and graphic communication are tied for third place in the rankings, with 9 new courses (10%) each. However, plans are being made to add 4 more case studies courses (12% of the total planned) and 3 more graphic communication courses (9%), as compared with 1 campaigns course to be added (3%).

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[3]Internships are offered under various arrangements: for pay and without pay; for academic credit and without academic credit; as official courses in which students (and often employers as well) provide written reports while the internships are in progress and later analyze their experiences in class sessions; and as components of advanced courses, such as campaigns. See the Analysis section of this paper and also the comments provided in the Internship section of the Addendum. The total numbers given above are those checked on the "internship" line of the survey instrument.

The number of other new courses, and their percentages, continuing in rank order, are as follows:

Principles, 5 (5.5%); communication, research, business/industrial publications, and publicity, tied at 4 each (4.4%); legal and ethical issues, 2 (2.2%); and administration, international, promotion, corporate, and institutional, tied at 1 each (1.1%). In number of new courses contemplated, communication, research, and business/industrial publications are tied at 3 each (9.1%); principles and legal and ethical issues are tied at 2 each (6%); and publicity, administration, international, promotion, corporate, institutional, and social effects are tied with 1 each (3%).

News writing/reporting accounts for one out of five of the background courses newly required of public relations majors. A net total of 14 such courses (21%) have been added to the required list, with 3 more such courses planned (33% of the total of additional courses soon to be required).

Marketing and the category of "other" are tied for second place in these rankings with a net total of 8 newly required courses each (12%). The courses listed under "other" are speech (2), accounting, statistics, social science research, editorial writing, and "a third course of the student's choosing from the School of Business." One school plans to add work on a laboratory newspaper as a background requirement for majors.

Advertising holds fourth place with a net addition of 7 courses (10.6%), followed by law, 6 courses (9.1%), and copy editing and management, 5 courses each (7.6%).

The number of other newly required background courses and their percentages, in rank order, are as follows:

Photography, 4 (6.1%); broadcast and psychology, 3 each (4.5%); specialized press, 2 (3.3%), and sociology, 2 (1.5%). Of these subjects, 1 additional course

each in photography and broadcast (11.1%) are reported as planned additions to the required list.

Table II reflects public relations curriculum changes in schools with 500 or more majors.[4] Similar changes in schools with public relations sequences accredited by the American Council on Education for Journalism are reported in Table III; these schools are members of the American Association of Schools and Departments of Journalism. Table IV reveals similar changes in schools other than those with ACEJ-accredited public relations sequences; the administrators of these schools are members of the American Society of Journalism School Administrators. ASJSA schools with membership also in AASDJ are not included in this table. Most of the ASJSA schools are smaller than the AASDJ units, and some of them (see Addendum) apparently are shaping their public relations programs along the lines of the ACEJ standards with a view of seeking ACEJ accreditation in the field.

A comparison by percentages of the categories of schools represented by Tables I-IV is provided in Table V.

A Spearman rank-order correlation (r_s) analysis of the ranking of the courses and background requirements added in each subject area by the four categories of respondents revealed a significant correlation for all groups. The range was r_s = .57 to r_s = .93, all significant from the .001 to the .01 level. The lowest correlation was r_s = .57 in comparing the accredited with the non-accredited rankings. The highest correlation of r_s = .93 was achieved in comparing all schools with the non-accredited group.

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[4]These are the schools which are reported, as a part of Dr. Paul V. Peterson's annual enrollment survey, in Journalism Educator, Vol. 32, No. 4 (January 1978), pp. 3-8.

A scrutiny of Tables I-V reveals the following:

1. Most of the new internships have been added to non-accredited programs. (However, Table X shows that accredited sequences plan to place greater emphasis on internships than upon any other subject area.)

2. More than a third of all courses recently added by schools with accredited programs fall within the "other" category, indicating a high priority in amplifying and perfecting the curricula of these schools.

3. Schools falling outside the accredited bracket have added news writing/reporting requirements at more than twice the rate of the accredited sequences--an indication of the numerous new and developing programs.

4. Campaigns courses have been added at about the same rate by all four categories of schools.

Changes in Emphasis of Existing Courses

Whether increased or diminished emphasis has been placed on public relations subject areas during the last three years is reported in Tables VI-IX. These tables also indicate the plans (tentative or firm) which respondents have for changing the emphasis in these subject areas in the near future.

A general analysis of the reports of the 113 respondents reveals that the greatest increase in emphasis (13%) has been placed on internships. This emphasis area, however, is closely followed by case studies and campaigns (about 10% each), principles and research (9% each), and communication and legal and ethical issues (8% each).

In rank order, the remaining subject areas receiving net increased attention are as follows:

Corporate and graphic communication (6.1% each), social effects (4.5%),

administration and "other" (3.9% each), promotion (2.8%), business/industrial publications and publicity (2.7% each), institutional (1.1%), and international (.6%).

A comparison of these increased emphasis rankings with those of new courses added reveals a decided upward movement in the increased emphasis rankings of research and social effects.

Among background required subject areas, news writing/reporting has gained the greatest increase in emphasis (18%), followed closely by management and marketing (12.3% each). The remaining rankings are as follows: advertising and law (9.6% each), photography and broadcast (8.2% each), psychology (6.8%), copy editing and "other" (5.5%), sociology (2.7%), and specialized press (1.4%).

When the increased emphasis rankings of background subject areas are compared with those of new background courses required, management shows the largest gain, rising from sixth place to a tie for second-place in the increased emphasis list. Management ranks first, along with law and copy editing, in the list of subject areas due to receive increased emphasis in the future.

A Spearman rank order statistical analysis (r_s) of the rankings for the four groups, shown in Table X, disclosed a significant correlation for all groups, all significant from the .001 to the .01 level. The range was $r_s = .50$ to $r_s = .95$. The lowest correlation was $r_s = .50$ in comparing the accredited and non-accredited groups. The highest correlation was $r_s = .95$ in comparing all schools with the non-accredited group.

ANALYSIS

The principal conclusions that can be drawn from this study include the following:

1. Public relations is an expanding field of study in the nation's schools and departments of journalism and mass communication.[5]

2. Net additions to basic curriculum--at the rate of about three per school--recently have been made in approximately 60 percent of the schools that offer public relations courses.[6]

3. A strong trend exists toward increased cooperation between the schools and the constituencies they serve in preparing students for careers in public relations. Almost a fourth of the new courses recently added place students in internship positions with industries, institutions, agencies, and the mass media, or working with clients in advanced classes. In addition, a substantial increase in emphasis upon work experience programs already on the books also is taking place.

4. A firm trend has developed toward improving the writing capabilities of students.

These increased emphases upon internships and writing parallel the efforts of news-editorial faculties, as documented by the investigator in a similar study

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[5]The new public relations courses recently added and planned, and the development of new sequences, are accompanied by an increase in the number of public relations majors in schools of journalism and mass communication. Paul V. Peterson reported in the 1978 edition of Journalism Educator (op. cit., p. 7: "The largest growth of percentage figures was registered by the area of public relations, this year reporting 4,972 such students (8.2%) compared with 3,480 (5.8%) in 1976 and 3,493 (5.4%) in 1975."

[6]The remaining 30 schools, however, made no changes during this time span and only 8 of this group indicated that changes are planned. Eight schools reported that they offer no courses in public relations.

conducted in 1977,[7] and also of advertising faculties, as revealed in a comparable, yet unpublished 1978 study by the investigator.[8]

Public relations educators long have been convinced that internships comprise a valuable part of the preparation of students for careers in the field. Dean Ray Hiebert of the University of Maryland discovered "a dramatic increase in internships, both inside and outside the college or university" in his major study of trends in public relations education from 1964 to 1970.[9] In recent years, as manifested by this current survey, the number of such work experiences has grown substantially. The Public Relations Society of America has urged its members to establish more internship opportunities, and a number of PRSA chapters have started "Pro-Am" (professional-amateur) programs in cooperation with nearby institutions. Under this program a PRSA professional is "matched" with an upper-level student. In Chicago, for example, a Northern Illinois University student spends the equivalent of one full day per month performing public relations assignments at his or her sponsor's place of business. Academic credit is awarded under controlled conditions.

Added impetus to the internship/practicum idea occurred with the approval by the Public Relations Society of America and the Public Relations Division of the Association for Education in Journalism in 1975 of a report setting forth the principal components of a public relations curriculum. The report was prepared

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[7]Agee, op. cit., p. 20. The category of news writing/reporting, involving a half dozen or more emphases, led the list of courses added (24.2%). Internship courses ranked second (10.2%).

[8]Paper presented to the Advertising Division of the Association for Education in Journalism at Seattle, Washington, August 15, 1978, entitled, "Recent and Projected Advertising Curricular Changes in Schools of Journalism." Copy writing led the list of courses added (12.3%), followed by internships (9.8%) and campaigns (9.0%), the latter generally dependent upon the cooperation of outside "clients."

[9]"Trends in Public Relations Education, 1964-1970," p. 11. Pamphlet published in 1971 by the Foundation for Public Relations Research and Education, Inc., 845 Third Avenue, New York, NY 10022. Hiebert's research provides excellent background for an understanding of many of the developments discussed in this paper.

by a study commission headed by J. Carroll Bateman of the Insurance Information Institute and Dean Scott Cutlip of the University of Georgia. The suggested curriculum includes the following:

> Internship or Practicum. Actual work experience as an intern with a public relations department or organization; or on a team project assigned by the instructor. Such experience should include analysis of a public relations problem, the drafting of a plan for its resolution, implementation of the plan, and evaluation of results.[10]

The 1978 president of PRSA, Frank W. Wylie, praised the work of the organization's Education Committee and strongly endorsed internships and other cooperative endeavors with public relations educators and students at the PRSA national conference in San Diego, California, in November, 1977. Said Wylie:

> As we talk of knowledge, skills and education, let us remember the responsibility that we have to share our experience with those who are entering the field of public relations. I think primarily of the 2,200 PRSSA students at the 75 colleges and universities, and wonder how many of you, the leaders of PRSA, have shared your experience with them during this last year. How many of you lectured and rapped with students on their turf? How many of you have invited them to come to your place of business and spend a day or a week? How many of you plan to offer an internship, or a job, to a worthy student in 1978? Such "sharing" is hardly a one-way street. In fact, each time I leave a university I pray that I have given them as much as they have given me. As Buck Buchwald, of Burson-Marsteller, said, "A lot of people still think you can't teach PR, and they won't hire kids right out of college. They're wrong: The students are getting good training and practical experience. When they graduate, they can deliver. We know, because they're doing it for us."[11]

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[10]"A Design for Public Relations Education," p. 11. The report of the Commission on Public Relations Education was published in pamphlet form in 1975 by the Public Relations Society of America and the Public Relations Division of the Association for Education in Journalism through the Foundation for Public Relations Research and Education, Inc., 845 Third Avenue, New York, NY 10022. A condensation of the 20-page report is contained in: William B. Toran, "Two-year study proposes changes to upgrade, standardize PR courses." Journalism Educator, Vol. 31, No. 1 (April 1976), pp. 24-26. Because this survey was undertaken two and a half years after distribution of the report, the commission's recommendations undoubtedly stimulated some of the changes recently made. Kent State University reported that its revised curriculum closely parallels the commission's recommendations (see p. 48 in the Addendum). No specific question regarding the report was included in the survey.

[11]"Public Relations: A Frontier Profession." Reprint of speech distributed in pamphlet form by the Public Affairs Department, Chrysler Corporation, P.O. Box 1919, Detroit, Michigan 48231, pp. 5-6.

Varying approaches and rationales for the internship programs recently developed by schools responding to this survey are delineated in the Addendum, which includes more than 100 comments separated into the major subject fields and covering the entire investigation.[12] Examples: "Internship has become 1) a free-standing program lasting a full quarter and 2) a component in advanced PR course work. In this latter instance, advanced students (on a group basis) take on clients, usually small to medium-sized organizations which cannot support full-scale PR efforts on their own." "Our public relations interns work one semester for a state or commercial agency, such as the telephone company, power company, the governor's press secretary, and so on." "The internship seminar is now a basic core course." "We have instituted mini-internships of 1-3 credits." The intern program at North Texas State University was described in a recent issued of Journalism Educator.[13]

Closely allied with individual internships in providing students actual work experience with real clients is the public relations campaign course, high on the list of those recently added in a number of curricula. Simulations of campaigns, once a normal class activity, no longer seem to be necessary as instructors have sought out "clients" with genuine problems to solve. "Our problems course is divided into agencies and we serve local non-profit organizations as PR consultants. . . . The clients could not afford professional help and they realize their great need for public relations." "Only actual clients who are going to spend money are utilized in the ad and PR agency class."

Sharing equal attention with campaigns in the new-course field is case studies, also a longtime fixture of public relations curricula. "Using case studies is an

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[12]See also footnote 3.

[13]Reg Westmoreland and Douglas Starr, "PR students, professionals both learn from internships." Journalism Educator, Vol. 32, No. 1 (April 1977), pp. 58-59.

effective teaching procedure, and we have increased our emphasis in this area." "We plan to add case studies to provide broader experience for the PR student." "Case studies is one of the three new courses instituted as part of our new degree program in PR." "We have instituted a public relations sequence with a major in journalism and have added courses in case studies, internship, and business/ industrial publications."

As more schools acquire such equipment as Compugraphics, IBM Selectric systems, video display computer terminals, and offset presses, or gain access to such equipment on their campuses, additional graphic communication courses are being added to public relations curricula. The oldtime "hot lead" equipment and California job cases have been phased out at almost all schools. Graphics, of course, is a longtime requirement in established programs. Hands-on experience in designing and helping produce various types of PR materials increasingly is being gained by students in serving clients through classroom projects. "We have deleted an introductory graphics course in journalism and added two technology courses: graphic arts technology and graphic communication and design." "Students who are planning careers in public relations are advised to take courses in graphic arts. . . . And a graphics course is offered primarily for practicing professionals." "A graphics course will be required of undergraduates in the PR sequence starting next year."

The importance currently being placed upon improving the news writing capabilities of public relations students is clearly evident in the replies. News writing/reporting ranks well ahead of all other background requirements in terms of the number of courses recently added and those projected for the near future. "A working knowledge of the mass media is essential to public relations education/training." "We will add a third class in news writing to the major in PR. Ability to write well is the most important skill in the PR profession.

Students need more writing, where criticism is part of the course." "We are making laboratory newspaper work required on the basis that many young people bent on a PR career spend a few years on a newspaper first." "Three writing courses are now required and a fourth is planned." "We have established special PR-oriented classes in news writing/reporting."

A validation of this curriculum requirement was provided by department heads of companies and institutions as well as by counseling firm executives in a nationwide study conducted in 1977 by Allen H. Center and Scott Cutlip. Ninety-nine percent of the PR department heads rated the preparation of news releases and maintaining media relations as important functions of a public relations operation; among the counseling firm executives 95 percent rated media contacts and 90 percent news releases as important functions. Both groups accorded these functions a ranking as high as, or higher than, any of the other functions on an extensive job-performance list. One conclusion drawn was that, "Public information, in its several forms, continues to be the bread-and-butter function across the calling."[14]

A strong trend toward increased emphasis upon marketing and management studies is evident in the replies. Both are areas of background knowledge highly recommended by the PRSA Education Committee. "Students are advised into the business school marketing courses." "Students planning careers in public relations are advised to take courses in the strongly related area of marketing (which includes advertising) in the College of Business." "More than half of the public relations majors minor in management and/or marketing. Most of the others take management as an elective

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[14]Allen H. Center, "Canvassing the Calling." Public Relations Journal, Vol. 33, No. 11 (November 1977), p. 41. Writing (news as well as other forms) is strongly emphasized in the Report of the Commission on Higher Education, op. cit., pp. 6-11.

course. . . . Principles of management apply to public relations regardless of the application area--profit or non-profit organizations. As for marketing, public relations techniques are similar to some of those used in marketing; hence, this course serves as a reinforcement to public relations. Moreover, since public relations depends either directly or indirectly on the profitability of the industrial sector, public relations practitioners should understand more about industry than the bare required economics course will give them."

Although a lesser emphasis upon the social and behavioral sciences was noted in the replies, such fields of study as psychology, sociology, and statistics are required or highly recommended in most of the schools. "We have added social science research as a requirement." "Requirements in psychology were doubled from three to six hours. Added was a course dealing with human leadership and motivation, particularly within organizations. In addition, statistics was added as a prerequisite to public relations research and theory. The use of statistical methods is required in doing public opinion research. Statistics also is useful in understanding computerized research/sampling techniques."

Advertising, long a component of established public relations curricula, whether offered in journalism or business schools, is being added at a number of the reporting units. In fact, the teaching of public relations and advertising is intertwined in a number of schools, but kept on separate degree tracks at others.

Some general observations may be drawn from the study:

Education for careers in public relations gradually is forging a stronger place for itself than in the past among schools and departments of journalism and mass communication. As of May 1978 sixteen sequences in public relations had been accredited by the American Council on Education for Journalism, more than double the number less than a decade ago. A number of public relations

sequences have been established or extensively revised during the last three years, and they and others are being further bolstered in anticipation of a request for ACEJ accreditation. The curriculum guidelines proposed by the Bateman-Cutlip commission have certified instructional trends previously under way and provided a lodestar for measuring the quality of curricula in the future. New and revised textbooks are undergirding the instructional field. For example, only a few years ago the instructor of the principles course had only two or three texts from which to choose, one with a dominant position in the market. During the last four years, however, three publishers have placed new beginning public relations books on the market and two of the premier texts, in use for 25 years or more, recently have undergone fifth- and seventh-edition revisions. The qualifications for teaching public relations have stiffened. Formerly in some communication schools (and still today in many smaller programs) the one or two courses in public relations often were taught by persons with non-PR backgrounds. Today, however, schools determined to offer superior instruction are employing instructors with work experience in public relations as well as Ph.D. degrees in communication and related fields. As Donald K. Wright has pointed out, "This has had an effect on the philosophy within PR education since it has forced public relations education to go beyond the nuts-and-bolts or technique teaching into the more substantive areas of administration, marketing, policy-making, etc."[15]

Many schools, both large and small, contend philosophically that a curriculum consisting of only one or two public relations courses and elements of the basic news-editorial program including perhaps one advertising course, accompanied by

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[15]Conversation with Dr. Wright, July 7, 1978. The University of Georgia assistant professor is head of the Teaching Standards Committee of the AEJ Public Relations Division, a member of the PRSA Education Committee, and a member of PRSA's special task force on continuing education.

background courses in business and the social and behavioral sciences, constitutes sufficient preparation for public relations careers. Others meld largely advertising and public relations courses into a self-standing curriculum alongside the news-editorial program. The variations are legion. Dependence upon business courses is substantial, as also, of course, upon the university's liberal arts offerings. Some programs prepare students almost entirely for institutional PR careers, while others shape their programs largely in the corporate direction. The range consists of schools offering only one public relations course to those providing comprehensive undergraduate and graduate degree programs, with most schools falling in the one- or two-course category. Regardless of the scope of their offerings, administrators report that most of their graduates obtain jobs with institutions, associations, agencies, and industries, with graduates of highly developed sequences moving more readily into higher-paying jobs than those who have received less-intensive education in public relations.

Both implicitly and explicitly expressed by the respondents in their comments are some of the factors impeding the full development of public relations programs. Externally, these factors include limited support of the concept of public relations education by practitioners and by citizens who comprise the governing boards of institutions of higher learning and influential leaders in industry and the professions whose views they normally reflect. Internally, these factors include the views of university executive officers and the heads and faculties of journalism/communication units regarding the mission of their respective schools as well as the social and economic values of public relations itself and hence of educational programs in the field. In addition there are budgetary constraints, difficulties in finding and retaining qualified instructors, and ACEJ standards limiting communication studies to no more than about one-fourth of a student's total degree program and restricting the student-teacher ratio in laboratory

performance courses to an approximately 15-1 ratio (the latter exacerbating the staffing problem of schools beset by rising enrollments).

Most of the schools are dominated by news-editorial administrators and faculty members, some of whom consider public relations to fall outside the mission of their units. The educational programs of a number of schools are heavily influenced by the news-editorial constituencies of their states, formally through advisory groups and informally through press associations and media-oriented individuals. Although many non-PR faculty members strongly endorse public relations programs, others do not. In a recent study William B. Toran, of Ohio State University, confirmed that subtle and overt hostility toward public relations, including the teaching of PR, exists among news-editorial faculty members at some schools.[16]

Budgets at most institutions remain tight, severely restricting the otherwise normal development of communication programs. Such funds as become available often must be used elsewhere than in developing the public relations program. University administrators have been generally unable or reluctant to transfer faculty positions from disciplines that have significantly lost enrollment to communication units with expanding needs.

Although the supply of teachers for many other disciplines is large, journalism schools encounter difficulty in recruiting and retaining qualified public relations instructors often reluctant to leave higher-paying industry and institutional positions for the academic world.

16"Does PR education belong in the journalism school?" Journalism Educator, Vol. 12, No. 4 (January 1978), pp. 35-38. See also: Al Westland, "We must remove 'stepchild' label from PR student." Journalism Educator, Vol. 29, No. 2 (July 1974), pp. 49-50.

University programs generally develop in response not only to administrative and faculty decision-making and student demand but also to the extent of interest and support of public constituencies. Traditionally the employers of public relations graduates have been so diffuse and inarticulate, if not in fact antipathetic to public relations education itself, that governing bodies and university administrators have encountered scant requests that public relations programs be developed. Public relations education today is receiving the same volume of professional criticism to which journalism schools were subjected a decade or so ago (and still are receiving in more limited measure today). Practitioners often are highly vocal in their criticisms, and a large number of PRSA's 8,800 members, and others, endorse attitudes such as that expressed by Ellis N. Brandt during a panel discussion at a PRSA seminar on "Developing Our Successors" at Key Biscayne, Florida, May 3, 1977. Said Brandt:

> . . . College-level training for a degree and job in public relations has not been as spectacular a failure as the Edsel--but it comes close. Is there still hope for young people who train for a PR degree? If there is, I have difficulty seeing it, but possibly the failure of PR schools may be mainly my own perception. In any event most of the PR people I know still prefer to take on a reasonably bright young B.A. graduate and train him, or her, or it, themselves. There are a few PR-degreed people around, but they are not conspicuous, at least to date, by their success.[17]

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[17]Mimeograph copy of Brandt's remarks, p. 3. Brandt is Director of Business Communications, Dow Chemical Company, 2030 Dow Center, Midland, Michigan 48640. His reference to "PR schools" may illustrate a misunderstanding held by many practitioners that students spend most of their time taking PR courses, when in fact approximately 75% of their programs involve background, general education studies and a substantial part of the remaining 25% of their communication courses could be considered "liberal" in character. Similar misunderstandings of the actual nature of communications curricula impede the full development of news-editorial, advertising, radio-television, and other programs. As another example of such attitudes, see: Merle Kingman, "What's best training for admen? Ad chiefs differ." Advertising Age, Vol. 48, No. 6 (February 7, 1977), pp. 59-61.

Although opinions such as this are still commonly expressed, countless other professionals are actively supporting public relations educational programs. The assistance of hundreds of companies, agencies, institutions, and associations in offering new internship and job opportunities is clearly evident in the responses to this inquiry. One reason is that public relations educators have been extremely active in recent years in soliciting such support and in exhibiting their own professional expertise through publication, consultation, and association with PR practitioners in seminars, workshops, and other events scheduled by PRSA chapters. (ACEJ demands evidence of such liaison with the public relations world before accrediting programs.)

A major impetus for the development of public relations education has come from the Public Relations Society of America, whose presidents in recent years have expressed strong endorsements.[18] Not only has the organization vigorously encouraged its members to support public relations education but the establishment of scores of chapters of the Public Relations Student Society of America, a PRSA offspring, has brought notable results. Public relations students regularly are invited to attend professional chapter meetings, seminars, and workshops, and the national PRSA convention itself; scores of practitioners are lecturing in classrooms; advisory councils have been formed; the "Pro-Am" (professional-amateur) program aligning a student with a professional for an academic year, and other internship and practicum arrangements, have met with success. PRSA employs a full-time director of education, currently Dr. Frederick H. Teahan, who serves in liaison capacity between PR education and the association. Students and faculty members also have been impressed with PRSA's program of accreditation of professionals and its recently adopted code of ethics.

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[18]See p. 15.

Debate continues as to whether public relations can best be taught in business or journalism schools.[19] In 1959, two far-reaching reports, the Gordon and Howell and Pierson studies, sponsored by foundation grants, supported a movement already begun among business schools to move away from technical training and toward managerial decision-making. With some exceptions, this philosophy still guides schools of business. Today, journalism schools largely confine their instruction to communication theories and skills and to public relations core courses, sending their students to business schools to study such subjects as marketing and management; whereas, most business schools teach public relations strategies as a part of management and marketing and, in some cases, offer introductory orientation courses in public relations or send their students to journalism schools for such instruction.

Public relations majors frequently have encountered difficulties in gaining admission to crowded management and marketing classes, a situation at times exacerbated by the antipathy expressed by some business school administrators and faculty members toward the development of public relations programs elsewhere on campus. Business majors less frequently have faced a similar problem in gaining admission to crowded public relations and advertising courses in schools of journalism. During the past two years the Teaching Standards Committee of the AEJ Public Relations Division has been seeking to persuade the American Assembly of Collegiate Schools of Business to recommend that business schools require the PR principles course for business majors, with one possible outcome being the opening of more slots for journalism school PR majors in business courses. However, AACSB seems opposed to business majors taking PR courses in

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[19]Albert Walker, "Best PR curriculum? 1. Journalism is soundest route," and John D. Simpkins, "2. Theory, strategy get priority." Journalism Educator, Vol. 31, No. 2 (July 1976), pp. 51-56.

schools of journalism. In a letter to Carol E. Oukrop, of Kansas State University, William K. Laidlaw, Jr., managing director of the assembly, said business faculties realize the need for public relations instruction but believe it best that the study of public relations principles be ". . . included in the entire realm of the [business school] curriculum."[20]

A closing note: Since this study has focused solely upon current change, the findings should in no sense be interpreted as representing the actual public relations course offerings of the schools involved nor providing a statement of the relative importance given by the schools to the various fields of study.

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[20]Letter dated January 26, 1977. Ms. Oukrop was then chairman of the AEJ Public Relations Division.

Table I

PUBLIC RELATIONS CURRICULUM CHANGES IN ALL SCHOOLS

(N=113)

Subject area	Actual (courses) Added (n=91)	- Dropped (n=1)	= Total (n=90)	%	Planned (courses) To Add (n=32)	- To Drop (n=0)	= Total (n=32)	%
1. Internship	20	0	20	*22.2*	3	0	3	*9.1*
2. Other*	15	0	15	*16.7*	1	0	1	*3.0*
3. Campaigns	10	0	10	*11.1*	1	0	1	*3.0*
4. Case studies	8	0	8	*8.9*	4	0	4	*12.1*
4. Graphic communication	8	0	8	*8.9*	3	0	3	*9.1*
6. Principles	5	0	5	*5.5*	2	0	2	*6.0*
7. Communication	4	0	4	*4.4*	3	0	3	*9.1*
7. PR Research	4	0	4	*4.4*	3	0	3	*9.1*
7. Business/Industrial publications	4	0	4	*4.4*	3	0	3	*9.1*
7. Publicity	4	0	4	*4.4*	1	0	1	*3.0*
11. Legal & ethical issues	3	0	3	*3.3*	2	0	2	*6.0*
12. Administration	1	0	1	*1.1*	1	0	1	*3.0*
12. International PR	2	1	1	*1.1*	1	0	1	*3.0*
12. Promotion	1	0	1	*1.1*	1	0	1	*3.0*
12. Corporate	1	0	1	*1.1*	1	0	1	*3.0*
12. Institutional	1	0	1	*1.1*	1	0	1	*3.0*
17. Social effects	0	0	0	----	1	0	1	*3.0*
BACKGROUND REQUIRED COURSES:	(n=73)	(n=7)	(n=66)		(n=9)	(n=0)	(n=9)	
18. News writing/reporting	15	1	14	*21.2*	3	0	3	*33.3*
19. Marketing	9	1	8	*12.1*	0	0	0	----
19. Other**	8	0	8	*12.1*	1	0	1	*11.1*
21. Advertising	7	0	7	*10.6*	1	0	1	*11.1*
22. Law	7	1	6	*9.1*	0	0	0	----
23. Copy editing	5	0	5	*7.6*	0	0	0	----
23. Management	6	1	5	*7.6*	2	0	2	*22.2*
25. Photography	4	0	4	*6.1*	1	0	1	*11.1*
26. Broadcast	3	0	3	*4.5*	1	0	1	*11.1*
26. Psychology	4	1	3	*4.5*	0	0	0	----
28. Specialized press	2	0	2	*3.3*	0	0	0	----
29. Sociology	3	2	1	*1.5*	0	0	0	----

*Added: techniques/practicum, PR evaluation, projects in PR, PR for government agencies, PR seminar, advanced PR writing course, PR planning, supervised college teaching of PR, PR management, marketing PR, entertainment PR, corporate identity, audio-visual presentations and advertising, PR and law. Planning to add: sports PR.

**Added: accounting, statistics, social science research, editorial writing, speech (2), feature writing, and third course of student's choosing from School of Business. Planning to add: lab newspaper.

Table II

PUBLIC RELATIONS CURRICULUM CHANGES IN SCHOOLS WITH 500 OR MORE JOURNALISM MAJORS

(N=46)

Subject area	Actual (courses) Added (n=31)	- Dropped (n=1)	= Total (n=30)	%	Planned (courses) To Add (n=4)	- To Drop (n=0)	= Total (n=4)	%
1. Other*	8	0	8	*26.7*	1	0	1	*25.0*
2. Graphic communication	6	0	6	*20.0*	1	0	1	*25.0*
3. Campaigns	4	0	4	*13.3*	0	0	0	----
4. Internship	3	0	3	*10.0*	1	0	1	*25.0*
5. PR Research	2	0	2	*6.7*	1	0	1	*25.0*
5. Business/Industrial publications	2	0	2	*6.7*	0	0	0	----
7. Communication	1	0	1	*3.3*	0	0	0	----
7. Administration	1	0	1	*3.3*	0	0	0	----
7. Case studies	1	0	1	*3.3*	0	0	0	----
7. Legal and ethical issues	1	0	1	*3.3*	0	0	0	----
7. Corporate	1	0	1	*3.3*	0	0	0	----
12. International PR	1	1	0	----	0	0	0	
BACKGROUND REQUIRED COURSES:	(n=25)	(n=2)	(n=23)		(n=4)	(n=0)	(n=4)	
13. News writing/reporting	6	0	6	*26.1*	1	0	1	*25.0*
14. Other**	5	0	5	*21.7*	0	0	0	----
15. Marketing	3	0	3	*13.1*	0	0	0	----
16. Copy editing	2	0	2	*8.7*	0	0	0	----
16. Photography	2	0	2	*8.7*	1	0	1	*25.0*
16. Advertising	2	0	2	*8.7*	0	0	0	----
19. Law	2	1	1	*4.3*	1	0	1	*25.0*
19. Management	1	0	1	*4.3*	1	0	1	*25.0*
19. Psychology	1	0	1	*4.3*	0	0	0	----
22. Sociology	1	1	0	----	0	0	0	----

*Added: corporate identity, audio-visual presentations, PR seminar, PR evaluation, marketing PR, PR entertainment, supervised college teaching of PR, and advertising, PR and law. Planning to add: sports PR.

**Added: social science research, speech (2), feature writing and statistics.

Table III

CURRICULUM CHANGES IN SCHOOLS WITH ACEJ-ACCREDITED PUBLIC RELATIONS SEQUENCES

(N=15)

Subject area	Actual (courses) Added (n=16)	- Dropped (n=0)	= Total (n=16)	%	Planned (courses) To Add (n=2)	- To Drop (n=0)	= Total (n=2)	%
1. Other*	6	0	6	*37.5*	1	0	1	*50.0*
2. Campaigns	2	0	2	*12.5*	0	0	0	----
2. Graphic communication	2	0	2	*12.5*	0	0	0	----
4. Case studies	1	0	1	*6.3*	0	0	0	----
4. PR Research	1	0	1	*6.3*	1	0	1	*50.0*
4. Internship	1	0	1	*6.3*	0	0	0	----
4. Legal and ethical issues	1	0	1	*6.3*	0	0	0	----
4. International PR	1	0	1	*6.3*	0	0	0	----
4. Corporate	1	0	1	*6.3*	0	0	0	----
BACKGROUND REQUIRED COURSES:	(n=12)	(n=1)	(n=11)		(n=1)	(n=0)	(n=1)	
10. Other**	4	0	4	*36.4*	0	0	0	----
11. Law	2	0	2	*18.2*	1	0	1	*100.0*
11. Advertising	2	0	2	*18.2*	0	0	0	----
11. Marketing	2	0	2	*18.2*	0	0	0	----
14. News writing/reporting	1	0	1	*9.1*	0	0	0	----
14. Management	1	0	1	*9.1*	0	0	0	----
16. Sociology	0	1	-1	*-9.1*	0	0	0	----

*Added: marketing PR, entertainment PR, corporate identity, audio-visual presentations, supervised college teaching of PR and advertising-PR & law. Planning to add: Sports PR.

**Added: social science research, speech (2) and feature writing.

Table IV

CURRICULUM CHANGES IN SCHOOLS WITH NON-ACEJ-ACCREDITED PROGRAMS IN PUBLIC RELATIONS

(N=98)

Sucject area	Actual (courses) Added (n=76)	- Dropped (n=1)	= Total (n=75)	%	Planned (courses) To Add (n=29)	- To Drop (n=0)	= Total (n=29)	%
1. Internship	19	0	19	*25.3*	3	0	3	*10.3*
2. Other*	9	0	9	*12.0*	0	0	0	----
3. Campaigns	8	0	8	*10.7*	1	0	1	*3.4*
4. Case studies	7	0	7	*9.3*	3	0	3	*10.3*
5. Graphic communication	6	0	6	*8.0*	3	0	3	*10.3*
6. Business/Industrial publications	5	0	5	*6.7*	3	0	3	*10.3*
6. Publicity	5	0	5	*6.7*	1	0	1	*3.4*
8. Principles	4	0	4	*5.3*	2	0	2	*6.9*
8. Communication	4	0	4	*5.3*	3	0	3	*10.3*
10. PR Research	3	0	3	*4.0*	2	0	2	*6.9*
11. Legal and ethical issues	2	0	2	*2.7*	2	0	2	*6.9*
12. Administration	1	0	1	*1.3*	1	0	1	*3.4*
12. Promotion	1	0	1	*1.3*	1	0	1	*3.4*
12. Institutional	1	0	1	*1.3*	1	0	1	*3.4*
15. International PR	1	1	0	----	1	0	1	*3.4*
15. Social effects	0	0	0	----	1	0	1	*3.4*
15. Corporate	0	0	0	----	1	0	1	*3.4*
BACKGROUND REQUIRED COURSES:	(n=62)	(n=4)	(n=58)		(n=8)	(n=0)	(n=8)	
18. News writing/reporting	13	0	13	*22.4*	3	0	3	*37.5*
19. Marketing	8	1	7	*12.1*	0	0	0	----
20. Copy editing	6	0	6	*10.3*	0	0	0	----
20. Advertising	6	0	6	*10.3*	0	0	0	----
22. Law	6	1	5	*8.6*	0	0	0	----
22. Other**	5	0	5	*8.6*	1	0	1	*12.5*
24. Photography	3	0	3	*5.2*	1	0	1	*12.5*
24. Broadcast	3	0	3	*5.2*	1	0	1	*12.5*
24. Management	4	1	3	*5.2*	2	0	2	*25.0*
24. Psychology	4	1	3	*5.2*	0	0	0	----
28. Specialized press	2	0	2	*3.4*	0	0	0	----
28. Sociology	3	1	2	*3.4*	0	0	0	----

*Added: projects in PR, government agencies and PR, PR evaluation, advanced PR writing course, PR problems, PR management, PR seminar, PR planning and techniques/practicum.

**Added: social science research, editorial writing, statistics, accounting and third course of student's choosing from College of Business.

Table V

A COMPARISON OF PUBLIC RELATIONS CURRICULUM CHANGES BY CATEGORIES OF SCHOOLS

(N=113)

Subject area	Courses Added				Courses Planned			
	All (n=90)	500+ (n=30)	ACEJ-Accredited (n=16)	Non-ACEJ-Accredited (n=75)	All (n=32)	500+ (n=4)	ACEJ-Accredited (n=2)	Non-ACEJ-Accredited (n=29)
1. Internship	22.2%	10.0%	6.3%	25.3%	9.1	25.0%	----	10.3%
2. Other	16.7	26.7	37.5	12.0	3.0	25.0	50.0	----
3. Campaigns	11.1	13.3	12.5	10.7	3.0	----	----	3.4
3. Case studies	8.9	3.3	6.3	9.3	12.1	----	----	10.3
3. Graphic communication	8.9	20.0	12.5	8.0	9.1	25.0	----	10.3
6. Principles	5.5	----	----	5.3	6.0	----	----	6.9
7. Communication	4.4	3.3	----	5.3	9.1	----	----	10.3
7. PR Research	4.4	6.7	6.3	4.0	9.1	25.0	50.0	6.9
7. Business/Industrial Publications	4.4	6.7	----	6.7	9.1	----	----	10.3
7. Publicity	4.4	----	----	6.7	3.0	----	----	3.4
11. Legal & ethical issues	3.3	3.3	6.3	2.7	6.0	----	----	6.9
12. Administration	1.1	3.3	----	1.3	3.0	----	----	3.4
12. International PR	1.1	----	6.3	----	3.0	----	----	3.4
12. Promotion	1.1	----	----	1.3	3.0	----	----	3.4
12. Corporate	1.1	3.3	6.3	----	3.0	----	----	3.4
12. Institutional	1.1	----	----	1.3	3.0	----	----	3.4
17. Social effects	----	----	----	----	3.0	----	----	3.4
BACKGROUND REQUIRED COURSES:	(n=66)	(n=23)	(n=11)	(n=58)	(n=9)	(n=4)	(n=1)	(n=8)
18. News writing/reporting	21.2	26.1	9.1	22.4	33.3	25.0	----	37.5
19. Marketing	12.1	13.1	18.2	12.1	----	----	----	----
19. Other	12.1	21.7	36.4	8.6	11.1	----	----	12.5
21. Advertising	10.6	8.7	18.2	10.3	11.1	----	----	----
22. Law	9.1	4.3	18.2	8.6	----	25.0	100.0	----
23. Copy editing	7.6	8.7	----	10.3	----	----	----	----
23. Management	7.6	4.3	9.1	5.2	22.2	25.0	----	25.0
25. Photography	6.1	8.7	----	5.2	11.1	25.0	----	12.5
26. Broadcast	4.5	----	----	5.2	11.1	----	----	12.5
26. Psychology	4.5	4.3	----	5.2	----	----	----	----
28. Specialized press	3.3	----	----	3.4	----	----	----	----
29. Sociology	1.5	-----	-9.1	3.4	----	----	----	----

Table VI

PUBLIC RELATIONS CHANGES IN EMPHASIS IN ALL SCHOOLS

(N=113)

Subject area	Actual (subject areas) Increased (n=191)	Diminished (n=9)	Total (n=182)	%	Planned (subject areas) To Increase (n=20)	To Diminish (n=0)	Total (n=20)	%
1. Internship	25	0	25	13.7	3	0	3	15.0
2. Case studies	20	0	20	10.9	0	0	0	----
3. Campaigns	20	1	19	10.4	0	0	0	----
4. Principles	16	0	16	8.8	0	0	0	----
4. PR research	16	0	16	8.8	1	0	1	5.0
6. Communication	15	0	15	8.2	3	0	3	15.0
7. Legal and ethical issues	14	0	14	8.2	3	0	3	15.0
8. Corporate	11	0	11	6.0	1	0	1	5.0
8. Graphic communication	12	1	11	6.0	2	0	2	5.0
10. Social effects	8	0	8	4.4	2	0	2	10.0
11. Other*	7	0	7	3.8	1	0	1	5.0
11. Administration	7	0	7	3.8	0	0	0	----
13. Promotion	6	1	5	2.7	0	0	0	----
14. Business/Industrial publications	4	1	3	1.6	1	0	1	5.0
15. Publicity	5	3	2	1.1	1	0	1	5.0
15. Institutional	2	0	2	1.1	0	0	0	----
17. International PR	3	2	1	.5	3	0	3	15.0
BACKGROUND REQUIRED COURSES:	(n=75)	(n=5)	(n=70)		(n=20)	(n=0)	(n=20)	
18. News writing/reporting	10	0	10	14.3	2	0	2	10.0
19. Management	9	0	9	12.8	3	0	3	15.0
19. Marketing	9	0	9	12.8	2	0	2	10.0
21. Law	7	0	7	10.0	2	0	2	10.0
21. Advertising	8	1	7	10.0	0	0	0	----
23. Photography	7	1	6	8.6	1	0	1	5.0
23. Broadcast	6	0	6	8.6	2	0	2	10.0
25. Psychology	5	0	5	7.1	1	0	1	5.0
26. Copy editing	5	1	4	5.7	3	0	3	15.0
26. Other**	4	0	4	5.7	1	0	1	5.0
28. Sociology	3	1	2	2.8	2	0	2	10.0
29. Specialized press	2	1	1	1.4	1	0	1	5.0

*Increased: PR for government agencies, projects in PR, PR practicum, PR management, videotape techniques, PR planning, PR problems, third course of student's choosing from College of Business. Planning to increase: practicum

**Increased: statistics, broadcast writing, speech and speech writing. Planning to increase: political science.

Table VII

PUBLIC RELATIONS CHANGES IN EMPHASIS IN SCHOOLS WITH 500 OR MORE JOURNALISM MAJORS

(N=46)

Subject area	Actual (subject areas) Increased (n=86)	- Diminished (n=7)	= Total (n=79)	%	Planned (subject areas) Increased (n=8)	- Diminished (n=0)	= Total (n=8)	%
1. Internship	11	0	11	*13.9*	1	0	1	*12.5*
2. Legal and ethical issues	10	0	10	*12.7*	2	0	2	*25.0*
3. Campaigns	10	1	9	*11.4*	0	0	0	----
3. Case studies	9	0	9	*11.4*	0	0	0	----
3. PR Research	9	0	9	*11.4*	0	0	0	----
6. Graphic communication	8	1	7	*8.9*	1	0	1	*12.5*
7. Principles	4	0	4	*5.1*	0	0	0	----
7. Social effects	4	0	4	*5.1*	1	0	1	*12.5*
7. Corporate	4	0	4	*5.1*	1	0	1	*12.5*
10. Communication	3	0	3	*3.8*	0	0	0	----
10. International PR	4	1	3	*3.8*	2	0	2	*25.0*
10. Administration	3	0	3	*3.8*	0	0	0	----
13. Other*	2	0	2	*2.5*	0	0	0	----
14. Business/Industrial publications	2	1	1	*1.3*	0	0	0	----
15. Publicity	2	2	0	----	0	0	0	----
15. Promotion	1	1	0	----	0	0	0	----
BACKGROUND REQUIRED COURSES	(n=39)	(n=6)	(n=33)		(n=19)	(n=0)	(n=19)	
17. Law	6	0	6	*18.2*	2	0	2	*10.5*
18. Marketing	5	0	5	*15.2*	2	0	2	*10.5*
19. News writing/reporting	5	1	4	*12.1*	2	0	2	*10.5*
19. Photography	5	1	4	*12.1*	1	0	1	*5.3*
19. Management	4	0	4	*12.1*	2	0	2	*10.5*
22. Advertising	4	1	3	*9.1*	0	0	0	----
23. Psychology	2	0	2	*6.1*	1	0	1	*5.3*
23. Other**	2	0	2	*6.1*	1	0	1	*5.3*
23. Broadcast	2	0	2	*6.1*	2	0	2	*10.5*
26. Specialized press	2	1	1	*3.1*	1	0	1	*5.3*
27. Sociology	1	1	0	----	2	0	2	*10.5*
27. Copy editing	1	1	0	----	3	0	3	*15.8*

*Increased: PR management and videotape techniques

**Increased: political science, speech and speech writing. Planning to increase: statistics.

Table VIII

CHANGES IN EMPHASIS IN SCHOOLS OF JOURNALISM WITH ACEJ-ACCREDITED PUBLIC RELATIONS SEQUENCES

(N=15)

Subject area	Actual (subject areas)				Planned (subject areas)			
	Increased (n=40)	- Diminished (n=3)	= Total (n=37)	%	Increased (n=1)	- Diminished (n=0)	= Total (n=1)	%
1. Internship	8	0	8	*21.6*	0	0	0	----
2. PR Research	4	0	4	*10.8*	0	0	0	----
2. Case studies	4	0	4	*10.8*	0	0	0	----
4. Campaigns	4	1	3	*8.1*	0	0	0	----
4. Legal & ethical issues	3	0	3	*8.1*	1	0	1	*100.0*
4. International PR	3	0	3	*8.1*	0	0	0	----
4. Corporate	3	0	3	*8.1*	0	0	0	----
4. Graphic communication	3	0	3	*8.1*	0	0	0	----
9. Social effects	2	0	2	*5.4*	0	0	0	----
9. Communication	2	0	2	*5.4*	0	0	0	----
9. Other*	2	0	2	*5.4*	0	0	0	----
12. Administration	1	0	1	*2.7*	0	0	0	----
12. Principles	1	0	1	*2.7*	0	0	0	----
14. Business/Industrial publications	0	1	-1	*-2.7*	0	0	0	----
14. Publicity	0	1	-1	*-2.7*	0	0	0	----
BACKGROUND REQUIRED COURSES	(n=17)	(n=1)	(n=16)		(n=0)	(n=0)	(n=0)	
16. Law	3	0	3	*18.8*	0	0	0	----
16. Advertising	3	0	3	*18.8*	0	0	0	----
18. News writing/reporting	2	0	2	*12.5*	0	0	0	----
18. Marketing	2	0	2	*12.5*	0	0	0	----
20. Photography	2	0	2	*12.5*	0	0	0	----
21. Management	1	0	1	*6.3*	0	0	0	----
21. Specialized press	1	0	1	*6.3*	0	0	0	----
21. Copy editing	1	0	1	*6.3*	0	0	0	----
21. Broadcast	1	0	1	*6.3*	0	0	0	----
21. Other**	1	0	1	*6.3*	0	0	0	----
26. Sociology	0	1	-1	*-6.3*	0	0	0	----

*Increased: PR management, videotape techniques.

**Increased: speech and speech writing.

Table IX

CHANGES IN EMPHASIS IN SCHOOLS OF JOURNALISM WITH NON-ACEJ-ACCREDITED PUBLIC RELATIONS PROGRAMS

(N=98)

Subject area	Actual (subject areas) Increased (n=150)	- Diminished (n=7)	= Total (n=143)	%	Planned (subject areas) Increased (n=18)	- Diminished (n=0)	= Total (n=18)	%
1. Internship	17	0	17	*11.8*	3	0	3	*16.6*
2. Campaigns	16	0	16	*11.1*	0	0	0	----
2. Case studies	16	0	16	*11.1*	0	0	0	----
4. Principles	15	0	15	*10.4*	0	0	0	----
5. Communication	13	0	13	*9.0*	3	0	3	*16.6*
6. PR Research	12	0	12	*8.3*	1	0	1	*5.6*
7. Legal and ethical issues	11	0	11	*7.6*	2	0	2	*11.1*
8. Graphic communication	9	1	8	*5.5*	1	0	1	*5.6*
8. Corporate	8	0	8	*5.5*	1	0	1	*5.6*
10. Administration	6	0	6	*4.2*	0	0	0	----
10. Social effects	6	0	6	*4.2*	2	0	2	*11.1*
12. Other*	5	0	5	*3.5*	1	0	1	*5.6*
13. Business/Industrial publications	4	0	4	*2.8*	1	0	1	*5.6*
14. Publicity	5	2	3	*2.1*	0	0	0	----
14. Promotion	4	1	3	*2.1*	0	0	0	----
16. Institutional	2	0	2	*1.4*	0	0	0	----
17. International PR	1	3	-2	*-1.4*	3	0	3	*16.6*
BACKGROUND REQUIRED COURSES	(n=60)	(n=6)	(n=54)		(n=20)	(n=0)	(n=20)	
18. News writing/reporting	10	2	8	*14.8*	2	0	2	*10.0*
18. Management	8	0	8	*14.8*	3	0	3	*15.0*
20. Marketing	7	0	7	*12.9*	2	0	2	*10.0*
21. Broadcast	5	0	5	*9.2*	2	0	2	*10.0*
21. Psychology	5	0	5	*9.2*	1	0	1	*5.0*
23. Law	4	0	4	*7.4*	2	0	2	*10.0*
23. Advertising	5	1	4	*7.4*	0	0	0	----
23. Photography	5	1	4	*7.4*	1	0	1	*5.0*
26. Other**	3	0	3	*5.5*	1	0	1	*5.0*
26. Sociology	3	0	3	*5.5*	2	0	2	*10.0*
26. Copy editing	4	1	3	*5.5*	3	0	3	*15.0*
29. Specialized press	1	1	0	----	1	0	1	*5.0*

*Increased: Projects in PR, PR for government agencies, PR problems, PR planning and PR practicum. Planning to increase: PR practicum.

**Increased: broadcast writing, statistics and third course of student's choosing from College of Business. Planning to increase: political science.

Table X

A COMPARISON OF CHANGES IN EMPHASIS OF PUBLIC RELATIONS SUBJECT AREAS SHOWN BY CATEGORIES OF SCHOOLS

(N=113)

Subject areas	Subject Areas Increased				Subject Areas Planned			
	All (n=182)	500+ (n=79)	ACEJ-Accredited (n=37)	Non-ACEJ-Accredited (n=143)	All (n=20)	500+ (n=8)	ACEJ-Accredited (n=1)	Non-ACEJ-Accredited (n=18)
1. Internship	13.7	13.9%	21.6	11.8	15.0	12.5%	----	16.6%
2. Case studies	10.9	11.4	10.8	11.1	----	----	----	----
3. Campaigns	10.4	11.4	10.8	11.1	----	----	----	----
4. Principles	8.8	5.1	8.1	10.4	----	----	----	----
4. PR Research	8.8	11.4	8.1	9.0	5.0	----	----	5.6
6. Communication	8.2	3.8	8.1	8.3	15.0	----	----	16.6
6. Legal and ethical issues	8.2	12.7	8.1	7.6	15.0	25.0	100.0	11.1
8. Corporate	6.0	5.1	8.1	5.5	5.0	12.5	----	5.6
8. Graphic communication	6.0	8.9	5.4	5.5	5.0	12.5	----	5.6
10. Social effects	4.4	5.1	5.4	4.2	10.0	12.5	----	11.1
11. Other	3.8	2.5	5.4	4.2	5.0	----	----	5.6
11. Administration	3.8	3.8	2.7	3.5	----	----	----	----
13. Promotion	2.7	----	2.7	2.8	----	----	----	----
14. Business/Industrial publications	1.6	1.3	-2.7	2.1	5.0	----	----	5.6
14. Publicity	1.1	----	-2.7	2.1	5.0	----	----	----
16. Institutional	1.1	----	----	1.4	----	----	----	----
17. International PR	.5	3.8	----	-1.4	15.0	25.0	----	16.6
BACKGROUND REQUIRED COURSES	(n=70)	(n=33)	(n=16)	(n=54)	(n=20)	(n=19)	(n=0)	(n=20)
18. News writing/reporting	14.3	12.1	12.5	14.8	10.0	10.5	----	10.0
19. Management	12.8	12.1	6.3	14.8	15.0	10.5	----	15.0
19. Marketing	12.8	15.2	12.5	12.9	10.0	10.5	----	10.0
21. Law	10.0	18.2	18.8	9.2	10.0	10.5	----	10.0
21. Advertising	10.0	9.1	18.8	9.2	----	----	----	----
23. Photography	8.6	12.1	12.5	7.4	5.0	5.3	----	5.0
23. Broadcast	8.6	6.1	6.3	7.4	10.0	10.5	----	10.0
25. Psychology	7.1	6.1	----	7.4	5.0	5.3	----	5.0
26. Copy editing	5.7	----	6.3	5.5	15.0	15.8	----	15.0
26. Other	5.7	6.1	6.3	5.5	5.0	5.3	----	5.0
28. Sociology	2.8	----	-6.3	5.5	10.0	10.5	----	10.0
29. Specialized press	1.4	3.1	6.3	----	5.0	5.3	----	5.0

ADDENDUM

An examination of the comments, which were made by most of the respondents, provides many of the reasons for recent and projected changes in courses and course content, as well as reasons why some desired changes have not been made. The edited comments are as follows:

Internship

"An internship course has been established as part of our new degree program in PR." (Arkansas State)

"We plan to add an internship course. We have hesitated in this area as we do not have a major in PR, although we have many students whose early career goals are in industrial editing. We do not have the faculty to supervise an extended internship program as yet." (Arizona State)

"We added an internship course to give students a total experience in PR before their senior year." (California State at Fresno)

"An internship course has been established, tied in with the close relationship I've developed with members of some organizations. Students recognize job opportunities." (California State at Los Angeles)

"We have added campaigns and internship courses and plan to add PR communication. We have debated whether to make PR a sequence but have resisted it thus far." (Colorado)

"We have worked hard developing internship programs and professional liaison in general." (Idaho)

"Internships, formerly limited to non-profit agencies, now have been extended to commercial organizations as well. Nearly all are unpaid. Growth in PR enrollment made the change necessary." (Bradley)

"We have increased emphasis on our Pro-Am program, offering it through directed individual study." (Northern Illinois)

"We have instituted a public relations sequence with a major in journalism and have added courses in case studies, internship and business/industrial publications." (Creighton)

"Our internship program is being revised to include many more options for the student. We will emphasize the internship as a necessary requirement for graduation." (Oklahoma State)

"We have instituted mini-internships of 1-3 credits. A student may earn a total of no more than three such credits. We require that full-quarter, full-time internships be for pay rather than for credit. In establishing the internship course we simply formalized what had been done as 'special problems.'" (Oregon)

"We've had internships for a long time as graduation requirements. However, only recently has the PR experience become a formal internship through the help of PRSA. Previously we assigned a few newspaper editorial students to internships that required PR people, if they were interested in it. Now the students have four internships to choose from--newspapers, broadcasting, advertising and PR. For the latter, requirements are the same basic ones, then the student branches off into editing, specialized publications (a new course) and public relations. This was done through the former chairperson, C. S. McCarthy, because of the many requests for PR interns from area groups, corporations, agencies, etc." (Duquesne)

"We have added an internship course and background requirements in news writing/reporting, editing and law. We don't know how others are doing, but we are experiencing a significant increase in the demand from PR people for our graduates." (Baylor)

"This summer we shall begin a modular program in public relations, similar to the summer-only program in advertising begun last year. This includes three hours of class each morning for five weeks and five hours of internship in public relations each afternoon. Three evenings each of these weeks are devoted to seminars in public relations." (Trinity)

"Internship has become 1) a free-standing program lasting a full quarter and 2) a component in advanced PR course work. In this latter instance, advanced students (on a group basis) take on clients, usually small to medium-sized organizations which cannot support full-scale PR efforts on their own." (Washington)

"Our public relations interns work one semester for a state or commercial agency, such as the telephone company, power company, the governor's press secretary and so on." (Nevada at Reno)

"We have developed an intern program that is more formal in structure than we find at other institutions. It consists of a formal application for an internship, a contract with the institution where the intern will be working, two evaluation forms to be completed by the intern's supervisor, and a report and portfolio to be prepared by the intern as well as an evaluation form." (Texas Christian)

"The PR sequence was formally organized as a sequence two years ago. Prior to that time, PR 'majors' were processed through the department via an informal 'cluster' of existing journalism, broadcasting, advertising, etc., courses. We have added courses in principles, PR communication, internship and publicity, as well as background requirements in news writing/reporting (two courses), copy editing, photography, law, advertising, broadcast and marketing." (Washington State)

"The internship seminar is now a basic core course." (Wisconsin at Madison)

Campaigns

"We have increased emphasis in campaigns, case studies, research and law. Our program has been relatively constant, except for the addition of a social science research course, for the past several years. The program at San Jose is quite well developed in PR. We now exceed the number of PR courses recommended by the National Study Commission (PRSA) two years ago." (San Jose)

"We have added campaigns and internship courses and plan to add PR communication." (Colorado)

"We have added extra sections of basic PR courses because of demand, largely from outside journalism. Our emphasis has increased in principles, campaigns, administration and case studies." (George Washington)

"There has been a general emphasis in public relations in the Journalism Department, and at the graduate level we have added courses in campaigns, business/industrial publications, PR evaluation and law. The undergraduate level has remained the same with the exception of adding an industrial publications class." (Ball State)

"We have beefed up the master's program in the last few years and commenced a new evening degree program at the master's level. In so doing we have increased emphasis in campaigns, PR communication, case studies, research, internship, legal and ethical issues and international PR. Courses in law and advertising are new for graduate students." (Boston)

"I have restructured our problems course, which I teach, this semester. The class is divided into agencies and we serve local non-profit organizations as PR consultants. This spring we have 18 students and five clients (two state agencies, rehabilitation and historic preservation; the American Red Cross; a community school; and a City of Reno Community Development Agency). Our students and our clients seem very enthusiastic about this approach. The clients could not afford professional help and they realize their great need for public relations." (Nevada at Reno)

"A new professional instructor will now teach this course. Her effort will be to increase practical application of techniques covered in class; hence, more (two now) campaigns and more case studies (two or three)." (St. Bonaventure)

"We have increased our emphasis on campaigns, corporate, PR management and videotape techniques, as well as photography and advertising. All reflect simply the perceived needs of a PR graduate when he goes into the professional world." (Ohio)

"We have added a campaigns course. More and more of our graduates, particularly those in agricultural journalism, are entering phases of public relations. We felt we needed to offer them better preparation for these fields." (Texas A&M)

"Students of advertising/public relations will take all public relations courses offered. They must do this in order to be eligible for our new B.S. in Public Relations and Advertising. Our newest course, dealing with the advertising/PR agency, was created as the final bridge between academia and the real world of business--advertising/public relations. There are no simulated campaigns. Only actual clients who are going to spend money are utilized in the ad and PR agency class. Frequently their needs are of a much less comprehensive nature than a total campaign. The only thing tighter than their budget is their deadline. It gives the student a good workout and insight into the vagaries of advertising and PR life. It helps them decide quite early if for them the game is worth the candle. So, in brief, advertising, public relations, marketing and management in a practical application form is the main objective of this new course. In the two semesters that it has been in operation clients have spent about $13,000 on the work the students have produced." (Texas Christian)

"Reflecting trends in planning and implementation, we have increased our emphasis on campaigns, PR communication and corporate PR." (Washington)

"We have increased our emphasis on campaigns by entering (and winning, incidentally) national case study competitions." (West Virginia)

Case Studies

"Case studies is one of the three new courses instituted as part of our new degree program in PR." (Arkansas State)

"We have added cases and problems in public relations, as well as projects in public relations and public relations for government agencies. These courses round out our public relations sequence and, coupled with other courses in journalism, offer students a combination of historical case study, practical experience and theory of public relations." (Georgia State)

"We have instituted a public relations sequence with a major in journalism and have added courses in case studies, internship and business/industrial publications." (Creighton)

"At present we have only two courses specially labeled public relations. One is the basic course; the other is an internship. I believe a course in case studies would be helpful but feel that other journalism courses already meet the skills requirements for PR and we also currently require the courses in marketing, advertising, psychology and sociology." (Nebraska at Omaha)

"More case studies are now being done in the principles and internship courses." (North Texas State)

"Using case studies is an effective teaching procedure, and we have increased our emphasis in this area." (Virginia Commonwealth)

"We plan to add case studies to provide broader experience for the PR student." (Nebraska at Omaha)

Principles

"As a result of a new degree program in PR, we have increased emphasis on principles of public relations and on advertising." (Arkansas State)

"Because we lack a separate PR writing course, we have included publicity and press release writing in the principles course--usually a lab session every Friday. Such writing--or lack of it--was considered by graduates as a shortcoming of the course." (Bradley)

"We have increased emphasis on research in the principles course, as well as on applying planning principles in public relations programming." (Wisconsin at Madison)

Research

"Our program has been relatively constant, except for the addition of a social science research course." (San Jose)

"Trying to keep pace with professional developments, we have increased our emphasis on research and administration." (Southern California)

"We have increased our research emphasis. Policy and evaluation research is increasingly important to track and determine the cost-effectiveness of PR activity." (Washington)

"Students are advised into research methods courses." (Wisconsin at Madison)

PR Communication

"We have placed increased emphasis on communication theory relevant to public relations." (Wisconsin at Madison)

Legal and Ethical Issues

"Reflecting directions of public relations through research, we plan to increase emphasis in social effects and legal and ethical issues." (Alabama)

"We have added ethical issues." (Idaho State)

"Legal and ethical issues, international PR, graphic communication and a requirement in law have been added to beef up our master's program." (Boston)

Corporate

(No comments not included with those in other categories.)

Graphic Communication

"Students who are planning careers in public relations are advised to take courses in graphic arts (we have an excellent program in engineering). And a graphics course is offered primarily for practicing professionals. This is a night course offered as part of our off-campus instructional program." (Arizona State)

"A graphics course will be required of undergraduates in the PR sequence starting next year." (Temple)

"Students are advised into the introductory graphics course." (Wisconsin at Madison)

"We have deleted an introductory graphics course offered in journalism and added two technology courses, totaling nine hours: graphic arts technology and graphic communication and design." (Kent State)

Social Effects

"Since the 'consumer revolution,' the social effects of PR--the problems and advantages--need airing." (Washington)

"We have placed increased emphasis on the social functions of public relations--systems theory." (Wisconsin at Madison)

Administration

"Trying to keep pace with professional developments, we have increased emphasis on administration and research." (Southern California)

"More PR work involves management of those having specific communication skills, especially in a large corporate setting." (Washington)

Promotion and Publicity

"The publicist's tricks attract very few students. At best, we suggest these skills for on-the-job training." (Washington)

"Less emphasis on publicity. Stucents are directed to the internship seminar in place of a publicity course." (Wisconsin at Madison)

Business/Industrial Publications

"A business/industrial course has been started as part of our new degree program in PR." (Arkansas State)

"The undergraduate level has remained the same with the exception of adding an industrial publications class." (Ball State)

"Business/industrial publications has been added as a part of our new public relations sequence." (Creighton)

"We have increased our emphasis on business/industrial publications by organizing the first (and only) student chapter of the International Association of Business Communicators." (West Virginia)

Institutional

(No comments not included with those in ot[illegible] categories.)

International

"We are now in our eighth year of overseas programs, and our emphasis on international PR continues to increase." (Southern California)

"Largely because of time, we have diminished emphasis on international PR. We rarely seem to get to this topic." (Nebraska at Omaha)

Other

"Our corporate identity programs course is now in its third year. The instructor has collected some 30 programs of major corporations. The class works on developing identity for a client. A course in presentations, now in its second year, gives students added expertise in audio-visual preparation and their presentation. In addition, a new specialized law course seeks to address agency law, copyright and other issues of special interest in advertising and public relations." (Florida)

"We have added courses in projects in public relations and public relations for government agencies. The projects course is designed for advanced students who work on quarter-long projects dealing with real clients in the community. These projects are carried out under the supervision of a faculty member." (Georgia State)

"We have added a PR seminar for graduate students." (Temple)

"Our new techniques/practicum course sets up the class in a quasi-agency serving actual clients with real operational PR plans, programs and projects. Prospective employers desire this type of student experience more and more. It satisfies some of the needs ordinarily satisfied only with internships." (Wyoming)

BACKGROUND REQUIRED COURSES

News Writing/Reporting

"A working knowledge of the mass media is essential to public relations education/training." (Alabama)

"We will add a third class in news writing to the major in PR. Ability to write well is the most important skill in the PR profession. Students need more writing, where criticism is part of the course." (California State at Fresno)

"We are making laboratory newspaper work required on the basis that many young people bent on a PR career spend a few years on a newspaper first. Actually, the PR sequence student can opt to take his lab work on our lab magazine." (California State at Long Beach)

"We have established special PR-oriented classes in news writing/reporting." (Southern California)

"We are working on quality control in these ways: 1) requiring a 2.5 grade-point average to get into the program, and 2) stressing particular skills needed on the first job: a) writing--three courses are now required and a fourth is planned; b) requiring a minor in management, journalism or related fields, and c) basic proficiency in television writing and production." (Idaho)

"We formerly required a basic news writing course as a prerequisite. In the past three years, however, the number of non-journalism students (business, English, political science) brought on the decision to drop the news writing prerequisite. To compensate for this lack of writing instruction, other courses now include writing as an integral part." (Bradley)

"We decided that news writing experience is essential to mastering a public relations course, as we teach it here." (Rhode Island)

Management and Marketing

"Students planning careers in public relations are advised to take courses in the strongly related area of marketing (which includes advertising) in the College of Business." (Arizona State)

"More than half of the public relations majors minor in management and/or marketing. Most of the others take management as an elective course. Also, the PRSA Education Committee is urging public relations programs to require a course in management. Further, principles of management apply to public relations regardless of the application area--profit or non-profit organizations. As for marketing, public relations techniques are similar to some of those used in marketing; hence, this course serves as a reinforcement to public relations. Moreover, since public relations depends either directly or indirectly on the profitability of the industrial sector, public relations practitioners should understand more about industry than the bare required economics courses will give them." (West Virginia)

"Students are advised into the business school marketing courses." (Wisconsin at Madison)

Other

"We have increased our emphasis in news writing/reporting and plan to increase emphasis in all the other background areas you have listed, except photography and advertising." (Alabama)

"Emphasis on advertising has been increased as a result of our new degree program in PR." (Arkansas State)

"We have increased emphasis in news writing/reporting, TV production and broadcast writing." (Idaho)

"We have changed one of our requirements from general psychology to a social psychology course." (Idaho State)

"We have added specialized press. This is a major revision to stress publication in the trade press in conjunction with PR objectives." (Northern Illinois)

"We have increased emphasis on law and advertising for graduate students and also have added a marketing requirement for them--all in beefing up our master's program." (Boston)

"We have increased emphasis in photography and advertising, perceiving these subjects as incorporating knowledge the PR graduate will need when he enters the professional world." (Ohio)

"Changes in our curriculum encompass the addition of two speech courses, including a speech preparation course; changing two political science courses for two which seem more relevant; removing one sociology course which closely paralleled one of the political science requirements; the addition of a second marketing course; the deletion of an introductory graphics course offered in journalism for two printing courses offered in technology; and addition of an introductory advertising course and a feature writing course in journalism." (Kent State)

"From all indications there's going to be a considerable demand for PR workers in the years ahead. We are placing most graduates--often in hospital PR. Formerly students had to serve one to three years on newspapers before getting a chance at PR. This no longer seems to be the case." (Bradley)

"There is a growing demand for a 'dual major' on the part of advertising and public relations students who perceive equal competencies are increasing employ-ability. As a general comment: Drake University has recently committed itself to a post-disciplinary education. This seems most appropriate to meet the multi-dimensional needs of public relations and advertising education. We are currently developing a formal approach to post- or cross-disciplinary education for these areas. This involves working with faculties in most areas of the university to identify existing courses, potential course modifications and new courses to meet the needs of our students. The result will probably be a more structured program of requirements across a more diversified range of courses and academic disciplines. In operation, for example, this might eventually be expressed as taking existing and new courses in liberal arts areas that meet the specific needs of the mass communications professional rather than the requirements of the College of Liberal Arts. Public relations then becomes a defined track across the total comprehensive university rather than a department of journalism. We have growing conviction for this conceptual approach. We have shared our thinking with some of the top practitioners in the country and find them enthusiastic and supportive. Interestingly, most of the changes in our growing and expanding programs in advertising and public relations over the past eight years have been in this direction even though we lacked this clear sense of purpose." (Drake)

"We are in the initial phases of working out an arrangement with business administration for a combined major that will allow stress on either advertising or public relations. So far we have added internship and an advanced PR writing course, and plan to offer business/industrial publications. In background areas, we have added copy editing, advertising, editorial writing and management." (Wichita State)

"We have only two courses. One is undergraduate and the other is graduate. If a student wants more, he signs up for directed work in PR. We would like to add courses but cannot get the additional faculty to teach them." (Murray State)

"The department has established a core of 12 semester hours, in graphics, elementary reporting, law and press and society. Then the PR student is required to take PR techniques, case problems, publicity and promotion and PR seminar, after which he elects a minimum of six semester hours for a 30-hour major. The graduate program is highly specialized and involves PR thesis (six hours) and an internship (three hours). We recently added problems and management courses." (Central Michigan)

"I have recorded no changes, and this is understandable only in relation to two facts about our program: 1) Our principal feature is limited specialization in such areas as advertising and public relations extending from a general core curriculum, and 2) We are in severe strictures of economy to hold onto what we have with the limited funds provided by the State of Missouri. We are currently writing (on invitation) two proposals which could lead to about $1 million in grants for development of the program in journalism here, which could lead to some significant changes in the next year or so." (Lincoln)

"We have made no changes in our public relations sequence during the past three years. We continue to believe that proper preparation for a career in public relations involves courses in basic journalistic skills, a minimum of public relations courses and a maximum of liberal arts and business-economics. We offer three public relations courses: principles, a problems course and an internship. We believe this is ample classroom preparation." (Nevada at Reno)

"Our last major review was about four years ago. At that time we changed from requiring two writing courses to requiring four writing courses for PR majors." (Ohio)

"No changes in PR course offerings. We offer a basic principles course (twice a year) and a second-level case studies course (once a year). Both are elective courses for either journalism or advertising students." (Penn State)

"As you will note, no changes have been made in advertising, while four changes were made in PR. We don't know how others are doing, but we are experiencing a significant increase in the demand from PR people for our graduates." (Baylor)

"We currently offer two courses in PR, a large-section introductory class and a very good upper-level seminar, taught by a lecturer from the professional community. There has been no change here for quite a few years. However, there may soon be some upgrading in this area, probably not next year, but soon after." (Houston)

"Two areas of our program seem to be unique. We require an emphasis in a supporting field and suggest that, since we require 24 hours of work in this area, the student fulfill the requirement in that area for a minor. Some go on and develop a second major. We encourage that. In addition to what is shown elsewhere, we have added a home economics minor in fashion. We find that students interested in government service select the political science minor. Those interested in corporate PR choose the business route. The artistically inclined select the graphics or art category. Most choose the more traditional communications program. We do stress training in broadcasting because we can't place graduates who lack it. Public relations today is stressed in every advertising class-from principles through campaigns and in the ad/PR agency operation. From their first course in advertising students are shown the key relationship between advertising and public relations--and given practical examples of the tremendous improvement in impact a company can gain by using both of these communication tools in tandem. Likewise, they are shown some of the disasters that have occurred and can occur by those who compartmentalize these two methods of corporate communication." (Texas Christian)

"Our only PR course is an upper-level, no prerequisite course offered in journalism, advertising, broadcast, business and home economics/fashion merchandising sequences. It is a three-hour survey and problems course, dealing with 'real' problems as well as textbook case studies." (Texas Woman's)

"Our PR sequence needs a great deal of attention. We've been proceeding one step at a time, so to speak, to improve our five sequences. We have just got ACEJ accreditation of the news-editorial sequence and will be asking next for accreditation for our broadcast journalism sequence. Our PR program director is on leave this year, and when he returns we plan to look carefully at this sequence." (Marshall)

"We have made significant changes resulting from an intensive study of the curriculum by an advisory council of public relations professionals. Students entering the sequence under the 1977-78 catalogue have Hobson's choice--bachelor of science only--with a built-in business minor. This new sequence closely parallels recommendations outlined in a study of public relations education in the United States conducted by a committee led by J. Carroll Bateman of the Insurance Information Institute and Dean Scott Cutlip of the University of Georgia. Thanks to the help given by professionals, the new sequence is probably as relevant as it can be made at this time and still abide by the academic guidelines set by the University and by the national accrediting body. The professionals, and the professor, agreed that the sequence should maintain heavy emphasis on writing, include more business-oriented courses, include at least one accounting course, put more emphasis on graphics, put more emphasis on speech and speech writing, include an advertising course and expose students to electronic journalism. Additionally, most members felt that, in a professionally oriented program, it was appropriate to have all students take the same courses. Using this rationale, the school has dropped the Bachelor of Arts and retained a Bachelor of Science program only. The remaining sequence has a built-in business minor. With a standardized curriculum, the potential employer knows exactly the academic backgrounds of all graduates." (Kent State)

"Most of the changes in the WVU public relations curriculum indicated by the added or modified requirements occurred more than three years ago, but because of the time needed for WVU Senate approval and the one-year lead time for publishing the changes in the university catalog, they became mandatory for 1975-entering freshmen and hence within your three-year frame. Changes in the WVU curriculum antedate the 'model' public relations curriculum developed by the Cutlip-Bateman committee for the AEJ's Public Relations Division. A comparison of that proposed curriculum shows, we believe, a striking similarity." (West Virginia)

The following respondents reported that no public relations courses are offered by their respective journalism/mass communication units:

Arizona
Arkansas at Little Rock
California at Berkeley
California State at Hayward
California State at Sacramento
Carleton (Ottawa, Canada)
San Francisco State
Washington and Lee

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